

Quality Progress Report (QPR) For North Carolina FFY 2019

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 1449

☐ N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 0

☐ N/A

Describe:

During the 2019 federal fiscal year Department of Defense (DoD) child care programs following DoD standards were considered exempt in North Carolina. To receive subsidy payments these programs were to notify the DCDEE that they were following DoD standards if they wanted to participate in the Subsidized Child Care Assistance Program. No DoD programs contacted the DCDEE to receive subsidy payments October 1, 2018 to September 30, 2019.

G.S. 110-106 (religious sponsored) programs operating under a Notice of Compliance also were considered exempt in FY 2019; however there were no legally exempt Family Child Care Home programs.

c. Licensed center-based programs # 4111

☐ N/A

Describe:

d. Legally exempt center-based programs # 336

☐ N/A

Describe:

During the 2019 federal fiscal year Department of Defense (DoD) child care programs following DoD standards were considered exempt in North Carolina. To receive subsidy payments these programs were to notify the DCDEE that they were following DoD standards if they wanted to participate in the Subsidized Child Care Assistance Program. No DoD programs contacted the DCDEE to receive subsidy payments October 1, 2018 to September 30, 2019.

G.S. 110-106 (religious sponsored) programs operating under a Notice of Compliance also were considered exempt in FY 2019. In the 2018 QPR NC did not include the GS 110-106 (religious sponsored) programs separate from the total number of centers.

e. In-home (care in the child's own home) # 0

☐ N/A

Describe:

In-home care is allowable in North Carolina; however there are no programs with in-home classification at this time.

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Goal - Increase provider level of education

Progress: Senate Bill 212 was proposed in the 2019-20 legislative session which, if ratified, would require all Lead Teachers to complete five college courses from the NC Community College system or complete either an infant toddler certificate or preschool certificate as equivalent within 18 months of hire. In this same bill Family Child Care Home operators must have a NC Early Childhood Credential before receiving a license and must complete a select course of study within 24 months of getting a license. The Legislature's last action on this bill was to appoint a Conference Committee to study it further.

Goal - Gather data which shows need for increase in teacher compensation

A 2020 Workforce Study began in 2019 which will result in a statewide report with data from the statewide director, teacher, and family child care provider studies, plus 100 county specific reports each containing the director and teacher data from that county's studies and the family child care provider information from the region in which the county resides. The purpose of the study is to inform better recruitment and retention practices statewide. Analyses will be conducted on the training and education level of the early care and education professionals, years of experience, turnover, prospective turnover and longevity, salary structures, benefits, and demographics.

Goal - NC Pre-Kindergarten (NC Pre-K) will have a positive effect on children's developmental outcomes.

The purpose of the NC Pre-Kindergarten Study for 2017-18 was to examine the effectiveness of the NC Pre-K Program using a randomized controlled trial design (RCT). The 2017-18 study provided baseline data about children's outcomes during the pre-k year. The RCT study addressed three primary research questions: 1) Do children who receive access to enrollment in NC Pre-K (treatment group) exhibit better outcomes than children who do not receive access to enrollment (control group)? 2) Are there factors that affect the impact of treatment - children's level of oral language proficiency or pre-k classroom quality? 3) What are the effects for children who are dual-language learners? The results from this small-scale RCT study suggest that there is some evidence of positive effects for participation in the NC Pre-K Program, particularly around language and literacy knowledge. Differences were found for vocabulary and letter and word recognition skills - two key measures related to subsequent school readiness as well as later reading and school success. For the subsample of Spanish speaking Dual Language Learner children participating in NC Pre-K, they also had better performance than non-NC Pre-K participants

in letter and word recognition skills measured in English, as well as math concepts in English. However, there were limitations to this type of study which warrant further research consideration. The NC Pre-Kindergarten Study for 2018-19 has not yet been published.

Goal - Ensure the health and safety of children in child care

The NC Child Care Health and Safety Resource Center is in the process of seeking publication of a study they conducted of DCDEE data related to errors in administering medication. Regulatory Services is reviewing the study and will use the data to inform any decisions needing made around policy, procedure or training of child care providers. They have also developed a health and safety overview train the trainer so that trainings can be conducted for providers in a classroom setting in addition to the online options that are available.

Goal - Promote quality child care by implementing evidenced-based standards

In the FY 2018 QPR DCDEE describes participation in the 2018 QRIS Think Tank to evaluate and improve NC's rated license assessment system. During the QRIS Think Tank process DCDEE identified specific areas of improvement for the QRIS. In the Preschool Development Grant application DCDEE requested funding to support implementation of the ideas identified in Think Tank work.

DCDEE has ensured work has aligned and promoted the goals of the 2019 NC Early Childhood Action Plan. This action plan has the vision that all children in NC get a healthy start and develop to their full potential in safe and nurturing families, schools and communities; implementation of strategies identified in the Pathways to Grade-Level Reading initiative; creation of the NC Think Babies policy initiative to ensure that all at risk infants and toddlers have access to high quality early childhood development resources to increase their likelihood of success in school and in life; and ongoing use of the *NC Early Learning Standards*. With the support of the Preschool Development Grant, NC will build on existing efforts by developing specific actions and a timeline to advance the NC ECAP's priorities, especially as it relates to the access to early learning related goals.

DCDEE applied and was approved to receive over \$40M in the Preschool Development Grant. As a part of this process the DCDEE conducted a Statewide Birth-5 Needs Assessment which identified North Carolina's strengths and weaknesses in four areas of providing high quality early childhood care and education services ensuring that children are

on track for school success, fostering social and emotional health and resilience, and creating the conditions for supportive and supported families. Below shows selected progress of the goal to ensure children are on track for school success.

On track for school success - A cross sector EC leadership team worked to standardize the process of transition from preschool into kindergarten since 2016. A transition plan template was created based on research and polling preschool coordinator meetings between 2016-2018. Eighteen communities are currently scaling up the use of the transition template and sharing of child specific data between the Pre-K and Kindergarten teachers in their communities.

- To address the need for EC teachers to share information about children's developmental status at the end of the preschool year, a child development information form (CIF) was created using existing resources such as the NC Foundations for Early Learning and Development, the NC Early Learning and Development Progressions, and NC's Kindergarten Entry Assessment (KEA). Teacher forums were utilized to gain input on the usefulness of the CIF, and professional development content was developed and delivered in face-to-face sessions on how to use it and complete the ratings about each child's developmental status. Resources were also developed for teachers to use when explaining a child's developmental status to families. An additional 33 counties will be added in Y2 and Y3 to expand the pilot. Priority will be given to counties serving rural communities, dual language learners, and children with special needs. Pre-K/K teachers participating will report increased communication with each other and knowledge of developmental expectation for children. Parents will report increased and useful communication during the transition process with Pre-K/K teachers.
- The largest challenge faced thus far is in sharing individual preschool child data from community child care, Head Start, and public school preschool classes to public school kindergarten programs. DCDEE proposes to address this need through a shared data platform that will allow NC PreK teachers to more easily transfer and access children's data (Activity 6.3 PDG).
- Since over 90% of the NC Pre-K programs use Teaching Strategies GOLD® as their curriculum-based formative assessment tool, a pilot project will be initiated in NC's largest school district to explore electronic data-sharing with kindergarten classes in over 160 elementary schools using GOLD® end of year reports. Finally, the state will convene cross-sector stakeholders to develop a data-sharing agreement (Activity 6.5 PDG).

Another part of the process to apply for the PDG was to create a strategic plan that will guide the state in improving services for children and families. NC's strategic plan incorporates two areas: (1) Conducting a broad analysis of data across the EC system and 2) planning for implementation of the strategies in the NC ECAP. The strategic plan reflects NC's vision for young children and will specify the actions that we will take to achieve that vision and the

measures DCDEE will use to show progress.

The North Carolina Early Childhood Advisory Council (ECAC) and the NC Birth-3rd Grade Interagency Coordinating Council (B-3 Interagency Council) are providing ongoing guidance to partners responsible for the quality and effectiveness of the early childhood mixed delivery system. The ECAC was involved with creating and guiding a bold early childhood action plan that aligns with other efforts to advance the state's early childhood system; building awareness of the importance of high-quality early childhood experiences to future education and career success; to ensure young children in NC are learning and thriving; and recommending and advocating for policies and funding that improve equitable access to high-quality ECE services and better outcomes for young children and families. The B-3 Interagency Council establishes a vision and accountability for a birth-through -third-grade system of early education that addresses: standards and assessments data-driven improvement and outcomes, teacher and administrator preparation and effectiveness, instruction and environment, transitions and continuity, family engagement, and governance and funding.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

☒ Yes.

If yes, describe:

The Division of Child Development and Early Education (DCDEE) Workforce Online Reporting and Knowledge System (WORKS) is an online database used by both child care providers (to electronically apply forevaluation/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position

qualifications for 10 different child care positions). DCDEE WORKS utilizes a web-based process designed to increase efficiency with which staff can process child care provider educational evaluation applications.

☐ No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

☒ Yes.

If yes, describe:

Staff in all child care positions must create a DCDEE WORKS account to electronically apply for qualification, upload education documents and gain access to their education evaluation results. Staff currently working in NC licensed child care facilities in all child care position(s) must meet minimum education requirements.

☐ No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 170935

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

☒ Scholarships (for formal education institutions)

2311

☒ Financial bonus/wage supplements tied to education levels

4070

☒ Career advisors, Mentors, Coaches, or Consultants

2492

☐ Reimbursement for training

#

☐ Loans

#

☒ Other.

Describe:

2,311 T.E.A.C.H. Early Childhood scholarship program

4070 WAGE\$

1124 AWARD\$

This data is unduplicated if kept separate, but duplicated if added together.

Participants can only be on one program at the same time, but they are allowed to switch programs, if eligible.

Smart Start - State funds

Scholarships 423

Financial bonus/wage supplements tied to education levels 5,006

Career advisors, Mentors, Coaches, or Consultants 2,492

☐ N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

☒ Yes.

If yes, describe:

Through Smart Start 2,381 child care teachers received professional development advising.

CCR&RCORE Services, Infant Toddler, Healthy Social Behaviors and School Age Initiatives provided 4,343 training sessions and trained 46,682 duplicated (24,180 unduplicated) early care and education professionals in those sessions. Some of the types of training offered were: Beyond Band-Aids (Preventing and responding to injury

and illness); Ready, Set, Go (Field Trip and Transportation Safety); NC Foundations for Early Learning & Development (NC's early learning and development guidelines); Inclusion/Working with Children with Special Needs; Cultural Competence; Partnering with Parents: Preventing Child Abuse & Neglect; Emergency Preparedness; and other trainings on CCDF health and safety topics. Of the unduplicated providers attending training, an unduplicated 3,077 of these attended CEU training sessions. There were a total of 10,392 hours of training delivered or facilitated.

☐ No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associate's degree in addition to credentials and portfolio. In 18-191,076 Directors had at least an Associates degree. This is approximately 28% of all Child Care Center Directors achieving 1 to 7 education points. This number does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (eg. Temporary) who may have an Associates degree.

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%:

c) How many had a Bachelor's degree in an early childhood education?

☒ Unknown

Describe:

A Level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and portfolio. In 18-191,773 facilities had earned 7 points for their program, so this meant that their Director had received a Level III Administration Credential with a Bachelor's degree. This is approximately 46% of Child Care Center Directors. The data does not include Centers in Residence administrators, G.S. 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (eg. Temporary) who may have a Bachelor's degree.

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%:

d) How many had a State child care credential?

☒ Unknown

Describe:

The NC Administration credential is required by Child Care Rule for Directors. The minimum number of Directors with a NC Administration Credential is 3,829 which is 87% of Child Care Directors receiving 0 to 7 points for education.

The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in

compliance with the Child Care Rule and persons are given two years to complete the credential. The number also does not include Centers in Residence administrators or GS 110-106 Directors (Religious sponsored).

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%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

The NC Community College and University system offers infant toddler related certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-for-cda/infanttoddler>.

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators'

education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the

different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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c) How many had a Bachelor's degree in an early childhood education?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

d) How many had a State child care credential?

☒ Unknown

Describe:

DCDEE WORKS is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-

age Program Coordinator, Lead Teacher, etc.). Each applicant has an electronic record within a database that contains individual staff education records. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

DCDEE WORKS is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). Each applicant has an electronic record within a database that contains individual staff education records. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the

different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

 Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

b) How many had an Associate's degree in an early childhood education?

 Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associate's degree. Approximately 567 FCCH operators earned 7 points in the Star-Rated License in 18-19 which was 45% of FCCH operators achieving 1 to 7 points. The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

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%:

c) How many had a Bachelor's degree in an early childhood education?

 Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

d) How many had a State child care credential?

 Unknown

Describe:

In order for a Family Child Care Home (FCCH) Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent. Approximately 1,164 of operators held 3 to 7 points in Star-Rated License in 18-19 which is 92% of FCCH Operators achieving 1 to 7 points in education. The data does not include FCCH Operators in programs with any kind of special license (Eg. Temporary) who may have a credential.

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%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

The NC Community College and University system offers infant toddler related certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-for-cda/infanttoddler>.

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

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%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associate's degree in addition to credentials and portfolio. In 18-19 961 Directors in CCDF funded programs who had at least an Associates degree which is approximately 32% of CCDF Directors achieving 1 to 7 points in education. The number does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (Eg. Temporary) who may also have an Associates degree.

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%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

A Level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and portfolio. In 18-191,187 CCDF funded facilities had earned 7 points for their director, so this meant that the Director had received a Level III Administration Credential with a Bachelor's degree which is 40% of Directors who serve CCDF funded children achieving 1 to 7 points in education. The data does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (Temporary) who may have a Bachelor's degree.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The NC Administration credential is required by Child Care Rule for Directors. The minimum number of CCDF Directors with a NC Administration Credential is 2,982 which is 91% of Child Care Directors receiving 0 to 7 points for education. The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. This number also does not include Centers in Residence administrators, GS110-106 (Religious sponsored) Directors or those having any kind of special license (eg. Temporary) who may have credentials.

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%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The NC Community College and University system offers infant toddler related certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-for-cda/infanttoddler>.

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

d) How many had a State child care credential?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%.:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

The NC Community College and University system offers infant toddler related certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-for-cda/infanttoddler>.

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:.

%.:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The

DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associate's degree. Approximately 497 CCDF funded FCCH operators earned 7 points in Star-Rated License in 18-19 which is 49% of FCCH operators achieving 1 to 7 points in education. The data does not include operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent. Approximately 993 CCDF FCCH operators held 3 to 7 points in the Star-Rated License in 18-19 which is 98% of CCDF FCCH Operators achieving 1 to 7 points in education. The data does not include operators in programs with any kind of special license (Eg. Temporary) who may have a credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The NC Community College and University system offers infant toddler related

certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-for-cda/infanttoddler>.

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

☒ Yes.

If yes, %: 18

☐ No

☐ N/A

Describe:

18% of CCDF funds were spent in contracts with CCR&R to provide training and professional development (PD) for the child care workforce. These funds include administrative costs of the contracts, personnel to create and provide the trainings/PD and follow-up technical assistance.

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

Smart Start

\$1,855,725.93 on professional development

\$359,894.13 on coaching and mentoring

\$650,000 Part of WAGE\$ to reinforce attained education

Estimated total: 2,865,620

☐ No

☐ N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending up to 2% over a period of 2 to 3 years to support the training and professional development of the child care workforce.

☐ No

☐ N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year.

Include examples and numeric targets where possible.

The measures described in the 2016-18 NC CCDF Plan to evaluate progress in training and professional development for the child care workforce included: 1) improved star-ratings 2) increased points earned in education, 3) increased number of early childhood professionals who hold AA degrees/BK degrees and 4) increase percentage of early educators who are proficient or higher on summary evaluations.

1) Improved star-ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4%

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%
 2019 10% 9% 30% 40% 13%

Centers

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	12%	10%	23%	26%	29%
2012	3.7%	2.2%	24%	29%	41%
2016	2%	.61%	20%	26%	52%
2018	2%	.37%	19%	25%	53%
2019	2.4%	.41%	19%	25%	54%

2) and 3) Increased points earned in education/increased number of early childhood professionals who hold AA degrees/BK degrees.

Revised method of data reporting, so the below is baseline data.

September 2019

Center administrators earning 7 points in education = 1,773
 Family Child Care Homes earning 7 points in education = 567

4) Increase percentage of early educators who are proficient or higher on summary evaluations would be measures of progress.

2017-18

Out of the 697 Pre-k teachers collectively served, 463 (86%) rated proficient or higher, overall, on all five NC Professional Teaching Standards.

2018-19

Out of the 721 teachers collectively served, 637 (88%) rated proficient or higher, overall, on all five NC Professional Teaching Standards.

In addition to the above indicators of progress, laws brought before the NC General Assembly related to Professional Development also give evidence of progress. Senate Bill 212 was proposed in the 2019-20 legislative session which, if ratified, would require all Lead Teachers to complete five college courses from the NC Community College system or complete either an infant toddler certificate or preschool certificate as equivalent within 18 months of hire. In this same bill Family Child Care Home operators must have a NC Early Childhood Credential before receiving a license and must complete a select course of study

within 24 months of getting a license. The Legislature's last action on this bill was to appoint a Conference Committee to study it further.

DCDEE CCDF Contract with CCR&R

The number of providers receiving professional development training is a way to show progress.

CCR&R 2018-19

Number of unduplicated child care providers receiving professional development training

Target: 21,015

Actual: 24,180

Number of unduplicated child care providers trained in Continuing Education Unit courses

Target: 1,050

Actual: 3,077

Number of unduplicated child care classrooms receiving technical assistance services to increase the quality of child care services and to support the professional development needs of child care providers.

Target: 2,769

Actual: 6,171

Number of training sessions offered

Actual: 4,343

Duplicated training participants

Actual: 46,682

Number of training hours provided

Actual: 10,392

Number of children served by training participants

Actual: 272,619

Number of unduplicated providers receiving CEUs through the Southwestern Child

Development Commission (a CCR&R lead agency) online platform.

Actual: 1,241

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

The last revision to *NC Foundations for Early Learning and Development* was in 2013. At that time the document was revised to incorporate both *Infant-Toddler Foundations* and *Preschool Foundations* into a single document that describes children's learning and development from birth to age five. No changes have been made since this revision.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

☒ Yes.

If yes, %: 8.4

☐ No

☐ N/A

Describe:

CCR&R offered 259 training events in NC Foundations (FELD) and trained 2,574 child care providers through these events. In addition, NC FELD Train the Trainer event was provided to 11 CCR&R staff. CCDF funds were used to provide this training.

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Smart Start Funds for technical assistance (TA) are primarily focused on using the environmental rating scales to help centers improve their star rating or maintain an already high star rating.

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

☒ Yes.

If yes, describe:

DCDEE expects to increase spending up to 2% over a period of 2 to 3 years to support implementing the early learning and development guidelines.

☐ No

☐ N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

2018-19

North Carolina provided formal and informal professional development on *NC Foundations for Early Learning and Development* (*NC FELD*).

CCR&R trained 2,574 child care providers and offered 259 training events on NC FELD.

ECU and UNC-Charlotte Early Educator Support Licensure and Professional Development (EESLPD) offices provided Foundations training for teachers in their perspective regions through:

Independent completion of the Intermediate Foundations Modules for all newly served educators, and as part of the Pre-Service Checklist for educators holding Lateral Entry Licensure.

- Independent completion of the Advanced Foundations Modules, as determined by the teacher and support team, but no more than 3 modules per year. Module selection is individualized based upon the strengths and needs of each teacher and classroom-based support is provided to increase implementation fidelity.
- Instruction guides were created by the ECU and UNC-Charlotte EESLPD offices to facilitate viewing of the Modules and implementation of strategies learned into classroom practice.
- After viewing, teachers received follow-up and coaching from EESLPD Mentors and Evaluators on developing greater understanding and applying the content of the modules in their classrooms.
- Instructional Practices Checklists may be used as a measure to ensure content from Foundations is being applied in daily classroom practice.
- Upon successful completion of assigned modules (verified by certificates generated by Foundations Modules and recorded on Tracking Guides) and classroom follow up with EESLPD staff, teachers were awarded Continuing Education Units (CEUs) for completion of Foundations training.

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

North Carolina's Star Rated License System is part of the Division of Child Development and Early Education's child care licensing process and is based on the total number of points earned for meeting increasingly stringent levels of standards as star-ratings increase. This

system was designed to help parents more easily differentiate the quality of child care programs. One star means a program meets minimum licensing requirements. Two to five stars means a program has voluntarily met progressively higher standards in staff education and program quality. The Staff Education rating reflects the education and experience of a program's staff (which positively impacts program quality). The program standards portion of the rating program reflects the quality of care children receive, and assesses child/adult interactions, classroom materials and indoor/outdoor equipment available for children, indoor/outdoor space per child, and staff-to-child ratios. Child care programs can earn up to seven points staff education and program standards. One extra "quality point" may be earned on each license by meeting additional education or program criteria not previously addressed. A facility can earn up to a total of fifteen points.

The star rated license system is tied to tiered subsidy reimbursement payments based on a program's star rated license. The higher number of stars a program achieves results in higher subsidy reimbursement rates. In 2012, NC's General Assembly enacted legislation that requires child care facility operators to have a star rated license of three stars or higher, or religious-sponsored programs must have a Notice of Compliance, to be eligible to participate in the Subsidized Child Care Assistance program.

North Carolina recognizes highest quality care as four or five star rated licensed programs. Four and five star programs demonstrate higher staff education and program standards than other programs. The NC Pre-kindergarten programs must achieve and maintain a four or five star rated license, along with additional standards that exceed the four or five star standards.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- ☐ Yes, the State/Territory QRIS is now operating
State/Territory-wide
- ☐ Yes, the State/Territory QRIS is now operating as a pilot, in a few
localities, or only a few levels
- ☐ Yes, the State/Territory is now operating another system of quality
improvement.

Describe:

- ☐ Yes, the State/Territory no longer has a QRIS.
- ☒ No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- ☐ Yes
- ☐ Added licensed family child care
 - ☐ Removed licensed family child care
 - ☐ Added legally exempt family child care (care in providers' home)
 - ☐ Removed legally exempt family child care (care in providers' home)
 - ☐ Added licensed center-based programs
 - ☐ Removed licensed center-based programs
 - ☐ Added legally exempt center-based programs
 - ☐ Removed legally exempt center-based programs
 - ☐ Added in-home (care in the child's own home)
 - ☐ Removed in-home (care in the child's own home)
 - ☐ Other.

Describe:

- ☒ No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

- ☒ Yes

Describe;

North Carolina's Star Rated License System is embedded into the child care licensing process and is based on the total number of points earned for meeting progressively stringent levels of standards as star-ratings increase. One star is mandatory for programs to meet minimum licensing requirements. Two to five stars means a program has voluntarily met higher standards in staff education and program quality.

☐ No

☐ N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 739
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 3094
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

☐ N/A

Describe:

North Carolina defines high quality as four and five Star programs for the purposes of the Quality Performance Report.

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 9313
- b) 3 years up to kindergarten entry # 15462
- c) School Aged (post kindergarten entry) # 19604
- d) Other. Describe:

High quality care in a) - e) is defined as 4 and 5 Star-rated programs.

☒ N/A

Describe:

Had to click NA in order to show the answer had been completed in the Error Report.

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 79
- b) 3 years up to kindergarten entry % 74

c) School Aged (post kindergarten entry) % 75

d) Other. Describe:

High quality is defined as four and five star rated programs for the purposes of the QPR.
11,746 Total number of CCDF served B-35 month children who are in 4 and 5 Star rated program.

21,017 Total number of CCDF served 3-Kindergarten entry children who are in 4 and 5 Star rated program.

26,283 Total number of CCDF served school-age children who are in 4 and 5 Star rated program.

☐ N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

4278

☐ N/A

Describe:

This number includes 1-5 Star rated programs and religious sponsored programs which can choose to operate under a Notice of Compliance or a Star-rated license.

ii. Licensed Family Child Care Homes:

1411

☐ N/A

Describe:

This number includes 1-5 Star programs. There are no current programs operating as a religious sponsored FCCH.

iii. License-Exempt Providers:

335

☐ N/A

Describe:

GS 110-106 Religious Sponsored programs which operate under a Notice of Compliance instead of the Star-rated license. North Carolina does have other religious sponsored programs, but those programs have chosen to get a Star-rated license.

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

☐ N/A

Describe:

3846

% 90

ii. Licensed Family Child Care Homes:

☐ N/A

Describe:

1276

% 90

iii. License-Exempt Providers:

☒ N/A

Describe:

North Carolina license exempt religious sponsored programs receive a Notice of Compliance because they must meet minimum health and safety standards. These programs do not participate in the QRIS.

335

% 0

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to

(or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 161
- b) Licensed Family Child Care Homes: # 61
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Smart Start provided one time grants to Center and Family Child Care Home programs which were connected to QRIS.

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 311
- b) Licensed Family Child Care Homes: # 72
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Smart Startgrants

311 Licensed center based.

72 Licensed FCCH

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 2645
- b) Licensed Family Child Care Homes: # 116
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

The number of providers receiving TA on QRIS was collected, not the number of programs.

In addition, Smart Start provided technical assistance related to QRIS to 1,497 licensed center-based programs.

322 Licensed Family Child Care Homes

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

☐ Yes

- a) Licensed center-based programs: # 2590
- b) Licensed Family Child Care Homes: # 783
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

☐ No

☒ N/A

Describe:

Had to click NA in order for the Error Report to show the answer is completed.

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal

year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

☒ Yes.

If yes, %: 9.1

☐ No

☐ N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, %:

1.8 Million The funds are a combination of State Appropriation and NC Education Lottery.

☐ No

☐ N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

☒ Yes.

If yes, describe :

DCDEE expects to increase spending up to 2% over a period of 2 to 3 years to support the QRIS.

☐ No

☐ N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star-ratings over time are evidence of increase in quality care due program participation in the Quality Rating and Improvement System.

Family Child Care Homes

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	31%	22%	17%	18%	12.4%
2012	18%	17%	27%	24%	13%
2016	14%	10%	30%	34%	13%
2018	9%	10%	31%	39%	12%
2019	10%	9%	30%	40%	13%

Centers

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	12%	10%	23%	26%	29%
2012	3.7%	2.2%	24%	29%	41%
2016	2%	.61%	20%	26%	52%
2018	2%	.37%	19%	25%	53%
2019	2.4%	.41%	19%	25%	54%

NC Pre-Kindergarten programs must maintain a four- or five-star rated license. The linked NC Pre-Kindergarten Statewide Evaluation has data to show the positive effect of NC Pre-Kindergarten on outcomes of participating children. One table shows progress of NC Pre-Kindergarten teacher education level over a period of time.

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NC%20Pre-K%20Eval%202017-18%20Report.pdf>

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all

activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 21
- b) Number of Specialists available to providers serving CCDF children # 21
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 0
- d) Number of providers served # 1800
- e) Total number of children reached # 5366

☐ N/A

Describe:

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 1901
- b) Number of licensed family child care providers # 0
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 450

☒ N/A

Describe:

Checked NA to get response recorded on Error report

d) Includes Directors and Assistant Directors

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

☒ N/A

Describe:

Though CCDF children were served, data is not collected at this time differentiating CCDF children from non-CCDF children.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

a) Consultants available in State # 4

b) Consultants available to providers serving CCDF children # 4

☒ N/A

Describe:

Checked NA to get response to populate on the Error Report.

3new Infant Toddler focused health consultant positions were funded by CCDF. One was added the last Fiscal Year. Smart Start funds are used for approximately 65 Child Care Health Consultants who include infants and toddlers in their scope of technical assistance.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

☐ Yes

(please provide link)

☐ No

☒ N/A

Describe:

Though not an analysis, many of the Child Care Resource and Referrals have a database of child care programs for their areas which include infant and toddler care.

<http://www.childcareservices.org/families/fs/finding/child-care-search-portal/>

CCR&Rtrack requests for referrals. They can provide supply and demand reports upon request.

Additionally, the Needs Assessment completed as part of the Preschool Development Grant Planning Year did complete an analysis of supply and demand for child care. Infant and toddler slots in high quality early care environments were identified as a critical need. Data from the listening sessions and provider survey conducted for this Needs Assessment support the need for high-quality early education services. As one parent noted regarding Early Head Start: *"Early Head Start has such a long waitlist*

that they've closed some of the Head Start classes to open up more Early Head Start. Another parent noted the scarcity of child care programs more generally in the area: "[Where] I used to live ... it's like every corner there's a daycare. I feel like if there was more daycares around here than there was grocery stores, then I feel like it would help out a lot. But we have three auto parts stores here. And I'm like, 'What? Only two daycares, three daycares?'"

ECCE providers echoed these concerns in survey responses. The majority of respondents (57% overall; 63% of centers and 47% of family child care homes) maintained a waitlist for slots. These percentages were relatively similar across star ratings. Generally, reported waitlist numbers were greater for infants and toddlers than for preschoolers.

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 0

Describe what the hub provides to participating FCC providers:

☒ N/A

Describe:

CCDF is not used to support FCC networks.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

☒ Yes.

If yes, %: 12.7

☐ No

☐ N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

\$613K of State Appropriations provided technical assistance to improve the quality of infant toddler care. Additionally, North Carolina used \$816,783 or 18% of the PDG Planning Grant to improve the supply and quality of child care programs and services for infants and toddlers.

Smart Start

755 Centers and FCCHs received technical assistance from Smart Start to improve the quality of infant and toddler care.

Smart Start is not able to disaggregate the funding to provide an amount spent for infants and toddlers.

☐ No

☐ N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending up to 2% over a period of 2 to 3 years to improve the supply and quality of child care programs and services for infants and toddlers.

☐ No

☐ N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The NC Infant Toddler Quality Enhancement Project (NC-ITQEP)

- 697 classrooms in 75 counties requested and received technical assistance from the team of 21 Infant Toddler Specialists (ITS).
- 289 training sessions were conducted during the year with 3,990 unduplicated (4,304 duplicated) participants from 62 counties.
- Two new CEUs were developed and approved to expand our project's training catalog:
 - Linking NC Foundations for Early Learning and Development to Curriculum Planning for Infants and Toddlers
 - Exploring Social Emotional Development within the Context of Relationships
- NC ITQEP work with center administrators has been enhanced by the development of:
 - A 3-hour training for administrators of centers focusing on recruitment and hiring of infant/toddler classroom teachers and staff.
 - A toolkit for ITS to use in TA with administrators were developed and approved.
- 85 of NC's 100 counties were served by the NC ITQEP during FY18-19.
- Classrooms that participated in intensive technical assistance improved in quality by an average of 1.74 points from the pre-assessment (ITERS-R) to the post-assessment (ITERS-R).

B. T.E.A.C.H. Early Childhood® Infant Toddler scholarship Collaborative

- During the funding year, 1,044 Infant Toddler scholarships were awarded with the highest number of participants at the Associate Degree level.

C. AWARD\$ compensation supplements for teachers of infants, ones and twos who have at least an Associates degree and who work 35 or more hours a week in at least a three Star program. In FY 2019 more than 1,100 participants completed at least a six-month period on AWARD\$ between October 2018 and September 2019. These participants worked in 591 facilities in 87 counties serving approximately 17,718 children. The average supplement they received was \$1,295.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

North Carolina has had a statewide CCR&R system for over 15 years. This system provides consumer education for parents, professional development for the workforce and technical assistance for programs. The statewide Infant/Toddler Quality Enhancement Project as well as the statewide Healthy Social Behavior project is implemented in the CCR&R system.

The Infant Toddler Quality Enhancement Project has expanded over the last few years:

17-18 6 Full time positions related to ITs in addition to the I/T Specialist positions

18-19 Increased by 1. 7 Full time positions related to ITs; in addition to the I/T Specialist positions

19-20 Increased by 2. 9 Full time positions related to ITs; in addition to the I/T Specialist positions

The Infant Toddler Pilot Technical Assistance and Delivery Model Pilot program starting in September 2018 employed 6 new Infant Toddler related positions. The purpose of the program was to develop a new technical assistance logic model and provide coaching and mentoring to teachers using the Classroom Assessment Scoring System and Program Administration Scale.

The Healthy Social Behavior Project has expanded over the last few years:

17-18 DCDEE adopted an Expulsion Prevention Policy for licensed child care programs not in public schools and added additional 3 staff (Expulsion Prevention Specialists) to develop a module on the policy and to create additional resources for administrators. In addition, face to face training was converted to an online learning module.

2018-19 fiscal year. No significant changes.

19-20 Added 11 new HSB specialists to focus on reducing regional waiting lists for services and addition of 3 HSB specialists to focus on a pilot Pyramid Model Fidelity initiative in 9 child care programs in three regions of the state. The initiative goals are to improve overall program quality, reliably support the healthy social-emotional development of all enrolled children, sustain center-wide pro-social classroom practices and experience reduced teacher turnover due to increased job satisfaction. During this fiscal year the Expulsion Prevention initiative was embedded into the work on the HSB specialists and discontinued as a separate initiative and the Pyramid Model Institute was discontinued.

From 2017-18 to 2018-2019 three additional administrative positions and two positions supporting school-age care technical assistance and training were added to the Southwestern Child Development Commission, Inc. (CCR&RLead Agency). In 2019-20 (started July 2019) funding was provided for two additional positions to provide school-age care technical assistance through Southwestern Child Development Commission, Inc.. Funding was also provided for a Family Child Care Home Coordinator who is and will be studying the reason for FCCH closures and how DCDEE can support Family Child Care Homes.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

☐ Yes

Describe:

☒ No

☐ N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal

year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

☒ Yes.

If yes, %: 9.5

☐ No

☐ N/A

Describe:

CCDF quality set aside funds were spent to expand the statewide CCR&R system in the following contracts:

FY19

Core Contract #s - 36939, 36941, and 36944

Council Contract #s - 36940, 36942, and 36945

HSB Contract # - 36943

IT Contract # - 36936, 37950

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 2 to 3 years to expand a statewide CCR&R. The CCR&R Council received a 2% increase for all

activities in the contract. The Council received 2 additional school-age specialists, a person with a focus on Family Child Care Homes, 3 new Infant Toddler statewide positions, 9 new Behavior Specialists and the addition of a Pyramid Model Program-Wide Fidelity Implementation Pilot in the Healthy Social Behaviors project.

☐ No

☐ N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star ratings over time is partly the result of expanding the CCR&R system.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4%

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

2019 10% 9% 30% 40% 13%

Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%

2012 3.7% 2.2% 24% 29% 41%

2016 2% .61% 20% 26% 52%

2018 2% .37% 19% 25% 53%

2019 2.4% .41% 19% 25% 54%

2018-19 CCR&R contracts

6,171 Number of unduplicated child care classrooms receiving technical assistance services to increase the quality of child care services and to support the professional development needs of child care providers.

24,180 Number of unduplicated participants receiving professional development training.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

☐ Yes.

☒ No.

If not, describe:

Many of the NC Child Care Rules reflect the standards in *Caring for Our Children Basics*. Over the last few years, the NC Child Care Commission completed a review and re-adoption of the child care requirements. During the review, standards from *Caring for Our Children* were incorporated where possible.

b) Head Start

☐ Yes.

☒ No.

If not, describe:

Head Start Standards are aligned with *Caring for Our Children*. They have some higher standards than what is in the NC Child Care Rules.

c) State pre-k

☒ Yes.

☐ No.

If not, describe:

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on

the following:

- ☒ Licensing Standards
- ☒ Ongoing health and safety training or education
- ☒ Monitoring Protocols
- ☐ N/A

Describe:

Training events provided through the CCR&R system includes ongoing health and safety training through seated (face to face) and online events. Additionally, online training provided by Southwestern Child Development, in collaboration with DCDEE, includes training on licensing standards, health and safety, and monitoring protocols. Orientation for new child care providers is provided online through two separate events: (1) First Steps to Orientation - requirements for new staff within the first two weeks of employment, and (2) Second Steps to Orientation - additional requirements to be completed within six weeks of initial employment.

Health and Safety trainings are also provided through contracts with ProSolutions Trainings and the NC Child Care Health and Safety Resource Center.

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 1984
- b) Licensed-exempt providers # 110

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year? 6 days

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 2094

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 823

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 23

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 16

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

The Division of Child Development and Early Education revised the Administrative Action and Civil Penalty rules which went into effect on February 1, 2019. The revision to the rules were a result of the State's Regulatory Reform that reviewed all child care rules. Changes were made to ensure transparency of regulatory practices.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 1510
- b) Licensed family child care staff: # 98
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 0

☒ e) N/A

Describe:

Checked NA to get response to populate on Error Report.

CCR&R have provided the following number of child care staff coaching or TA to improve understanding and adherence to health and safety standards; however these may not have been the result of inspections.

Licensed Center staff 1510

Licensed FCCH staff 98

Smart Start - Non-CCDF

6,402 staff attended non-college based training workshops conducted by Child Health Care Consultants. 1,454 child care facilities received at least one on-site consultation or coaching visit.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

☒ Yes.

If yes, %: 6.6

☐ No

☐ N/A

Describe:

Contracts, Salary, Administrative expenses

Core funding was used to provide training on health and safety standards, however the amount used for specific trainings has not been broken out by training/region. Health and safety trainings are specified as part of the deliverables in the Scope of Work for lead and local agencies.

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

Total: \$3.3M

\$430K State Appropriations + \$2,872,075.94 in Smart Start funds (spent on Child Care Health Consultants)

☐ No

☐ N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☐ Yes.

If yes, describe:

DCDEE expects to increase spending up to 2% over a period of 2 to 3 years to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards.

☐ No

☒ N/A

Describe:

Had to click NA in order for the answer to be captured on the Error Report.

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The agency uses the Star Rated License System data to measure the success of programs in achieving and maintaining higher star ratings. Data from 2016-2018 indicates the majority of child care centers achieved and maintained four to five stars. The overall data for family child care homes show majority are rated at a three or four star rated license. The agency is working more closely with potential family child care home providers through the pre-licensing phase. Potential family child care home providers are required to complete a Pre-Licensing Workshop, which includes information about NC's star rated license system, the benefits of participating in the system, and resources to help get started in the process. The agency continues to provide consumer education and increased parent outreach efforts by making information about North Carolina child care providers available on the Division's Child Care Facility Search Site, which includes star rated license information. Data collected on the number of violations cited based on types and the number of complaint visits is used to assist in identifying training and technical assistance needs. Data is shared with partners

to help determine regional and statewide needs related to violations of child care requirements.

The agency continues to use Star Rated License System data to measure the success of programs in achieving and maintaining higher star ratings. In March 2019, a rule amendment was adopted to for enhanced program standards for a rated license for a Family Child Care Home (FCCH) to provide documentation of a self-study using the Family Child Care Rating Scale over a three-month period. This addition supports the FCCH providers success with continuous quality improvement, engages the operator in planning and implementing intentional strategies that will prepare the FCCH provider for a binding assessment.

The agency continues working closely with new child care operators. This year the agency partnered with Child Care Resources Inc., Child Care Services Association, and Southwestern Child Development Commission, Inc. to offer a three-month free introductory subscription to the NC ECE Shared Resources platform available to potential operators that complete a Pre-Licensing Workshop. The NC ECE Shared Resources is an on-line web platform created for child care program owners, administrators, and classroom teachers to be a one-stop-shop to save time, money, and help programs continuously improve the quality of their services.

Data collected on the number of violations cited based on types and the number of complaint visits is used to assist in identifying training and technical assistance needs. Data is shared with partners to help determine regional and statewide needs related to violations of child care requirements.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Environment Rating Scale Assessments appropriate to the ages of children in care (Early Childhood Environment Rating Scale-R, Infant Toddler Environment Rating Scale-R, Family Child Care Environment Rating Scale-R and School-Age Environment Rating Scale-U)

b) To measure effective practice, describe:

CCR&R technical assistance specialist use the Environment Rating Scale Assessments appropriate to the ages of children in care (Early Childhood Environment Rating Scale-R, Infant Toddler Environment Rating Scale-R, Family Child Care Environment Rating Scale-R and School-Age Environment Rating Scale-U).

Classroom Assessment Scoring System (CLASS) and the Program Administration Scale were used in the NC Infant Toddler Technical Assistance Pilot. The Classroom Assessment Scoring System (CLASS) was developed to identify observable teacher-student interactions, to determine which interactions are effective in driving better developmental and academic student outcomes, and to support teachers as they improve their teaching practices. The Program Administrator Scale (PAS) tool includes 25 items clustered in 10 subscales, which measure both leadership and management functions of center-based and Family Child Care Home early care and education programs. The PAS can be used in multiple ways: technical assistance and monitoring, research and evaluation, and public awareness.

c) To measure age appropriate child development, describe:

Providers have access to developmental assessment resources on the DCDEE website. One tool is not used statewide. NC Pre-K programs are required to complete developmental screenings and utilize formative assessments in classrooms which are licensed by the agency.

d) Other, describe:

NA

☐ N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Highly trained assessors evaluate the quality of Family Child Care Homes using the Family Child Care Environment Rating Scale-R. The observation takes approximately three hours. During that period the assessor will observe a wide variety of interactions, activities, and materials as required by the rating scale. The assessment includes a 30 to 45 minute interview with the FCCH operator.

b) To measure effective practice, describe:

Technical assistance providers components of the Family Child Care Environment Rating Scale-R to assist programs with effective practice.

c) To measure age appropriate child development, describe:

There are no requirements for assessing age-appropriate child development in a Family Child Care Home (FCCH); however a variety of resources are available for FCCH providers who want to conduct developmental assessments on the Division's website.

Developmental Assessment resources are on the DCDEE website.

https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/CCDF_Developmental_Screening_FINAL_8_18_Update.pdf?ver=2019-12-02-142115-983

Approved formative assessments

<https://ncchildcare.ncdhhs.gov/Services/Licensing/Star-Rated-License/Curriculum/Four-Year-Old-Formative-Assessments>

d) Other, describe:

NA

☐ N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☒ Yes.

If yes, %: 12

☐ No

☐ N/A

Describe:

Contracts/Salary/Admin expenses

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

\$1.8M funds/Combination of state appropriations and NC Education Lottery

☐ No

☐ N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 2 to 3 years to facilitate compliance with State/Territory requirements on evaluating the quality of

child care programs in the state.

☐ No

☐ N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	31%	22%	17%	18%	12.4%
2012	18%	17%	27%	24%	13%
2016	14%	10%	30%	34%	13%
2018	9%	10%	31%	39%	12%
2019	10%	9%	30%	40%	13%

Centers

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	12%	10%	23%	26%	29%
2012	3.7%	2.2%	24%	29%	41%
2016	2%	.61%	20%	26%	52%
2018	2%	.37%	19%	25%	53%
2019	2.4%	.41%	19%	25%	54%

The linked NC Pre-Kindergarten Statewide Evaluation has data to show the positive effect of NC Pre-Kindergarten on outcomes of participating children. One table shows progress of NC Pre-Kindergarten teacher education level over a period of time.

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NC%20Pre-K%20Eval%202017-18%20Report.pdf>

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 0
- b) Number of licensed FCC providers # 0
- c) Number of center based providers that serve CCDF children # 0
- d) Number of FCC providers that serve CCDF children # 0

☒ N/A

Describe:

DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the the state's Rated License System.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the the state's Rated License System.

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF

funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☐ No

☒ N/A

Describe:

North Carolina does not fund the accreditation for programs.

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the the state's Rated License System.

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

NA. DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the the state's Rated License System.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☒ Yes.
- ☐ No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- ☒ Health, nutrition, and safety of child care settings
- ☒ Physical activity and physical development in child care settings
- ☐ Mental health of children
- ☒ Learning environment and curriculum
- ☒ Ratios and group size
- ☒ Staff/provider qualifications and professional development
- ☒ Teacher/provider-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☐ Other

Describe:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

- ☒ Yes.

If yes, %: 6.1

- ☐ No

☐ N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 2 to 3 years to facilitate compliance with State/Territory requirements to support the development or adoption of high-quality program standards.

☐ No

☐ N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Preliminary results show that after one year of participation in the project, the percentage of

children in participating facilities at a healthy weight increased from 68.1 percent at baseline to 71.3 percent at the end of the school year. Further analysis is being done to determine results after two years of participation in the program. Analysis of Go NAP SACC for FY 18-19 is not yet complete.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

The Child Care Resource and Referral System implements the Healthy Social Behaviors (HSB) project using CCDF monies. In 2016-18CCDF Plan and 2018 QPR DCDEE describes the outputs/outcomes of this project as the means to describe progress for improving the quality of child care programs as it relates to improved provider preparedness, child safety, child well-being or kindergarten entry.

Selected outcomes for the Healthy Social Behaviors project for 2018 -19 follow.

- 1) 100% of the 314 classrooms served reported zero expulsions for social, emotional or behavioral reasons.
- 2) 98% of the 4,182 participants in the HSB/Pyramid Model Institute training reported confidence in ability to apply the knowledge and skills learned in the training
- 3) 100% of Lead Teachers who received technical assistance and were available for post assessments achieved at least 80% of their programmatic goals identified by the CSEFEL Inventory of Practices (IoP) pre-TA assessment.

Selected outputs for the Healthy Social Behaviors project for 2018-19 follow.

- 1) 2 new .5 Continuing Education Units on the social-emotional health of young children were developed.
- 2) 14 regional resources on child behavior and child social-emotional health were developed and disseminated.
- 3) 3,081 unduplicated child care providers received training hours on social emotional development.
- 4) 979 unduplicated child care providers receiving onsite technical assistance consultations.
- 5) 200 unduplicated early childhood and/or higher education professionals were trained as part of the Pyramid Model Institute.

Another CCDF contract which promotes the health and safety of children in child care is the NC Child Care Health and Safety Resource Center (RC) contract through the University of North Carolina, Chapel Hill. The RC promotes healthy and safe indoor and outdoor environments in child care by providing technical assistance, training, and resources to approximately 65 state-funded Child Care Health Consultants (CCHCs) and child care programs. In 2018-19 the RC:

- 1) Developed and disseminated online four e-newsletters with 16 articles on health and safety in both English and Spanish.
- 2) 311 Child care programs received consultation and coaching in counties not served by Child Care Health Consultants.
- 3) 22 Child Care Health Consultants and or technical assistance providers were trained in the Emergency Preparedness and Response in Child Care online Train the Trainer course.
- 4) 41 Child Care Health Consultants received consultation/coaching services.
- 5) 84 Child Care Health Consultants, Infant Toddler Specialists and/or qualified training professionals completed the Infant/Toddler Safe Sleep and Sudden Infant Death Syndrome Risk Reduction in Child Care online train-the-trainer course.
- 6) 120 Child care providers were trained in the CCDF Health and Safety Overview Training Course.
- 7) 3 new trainings on health and safety topics were developed and disseminated
- 8) 11 persons completed the Medication Administration in Child Care online train-the-trainer course.

Healthy Starts for Infants and Toddlers: Shape NC is an intensive training and technical assistance project meant to enhance the child care environment that infants and toddlers spend time in each day. The NC Partnership for Children will implement Shape NC model

with child care centers to ensure research-based developmentally appropriate environments are provided for infants and toddlers; and families are engaged to promote healthy food and physical activity habits at home. In 2018-19 this project had the following selected outputs/outcome.

Selected outputs

1) 135 unduplicated infant and toddler providers receiving professional development, coaching and mentoring on the following topics:

physical activity in infants and toddlers

naturalized outdoor learning environments

breastfeeding friendly practices

nutritional needs of infants, toddlers and their families

food insecurity

family partnerships

2) Development of 15 action plans with child care centers for improving practices, policies and environments to meet best practices in the areas of child nutrition, breastfeeding and infant feeding, farm to child care program, infant/child physical activity, outdoor play and learning and screen time.

Selected Outcome

1) 89% of professional development participants rating an increase in knowledge of best practices that promote the health and well-being of infants and toddlers.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

☒ Yes.

If yes, %: 11.4

☐ No

☐ N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

\$3.45M State Appropriations, Smart Start and NC Education Lottery

☐ No

☐ N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 2 to 3 years on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

☐ No

☐ N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

Annually

All incidents that involve a serious injury or deaths occurring in all child care programs are compiled and reviewed on an annual basis. Statistical reports show child care fatalities that occur and the types of Serious Injuries that occur by permit type, the cause of the injury, any equipment involved in the incident, the child's body part affected by the injury, where the child received medical attention, and if the incident resulted in a complaint regarding the program. During this review, trends are identified and management considers various remedies to assist with prevention efforts. Throughout the year and at the end of the year management uses the data to make informed decisions regarding changes in policy or regulations, monitoring procedures and/or training and consumer education which might be needed.

Quarterly

Each quarter the Division sends an email blast to all child care providers and partners regarding concerns or trends identified in serious injury reports. For example, there was a trend of nursemaid elbow injuries occurring in child care programs. An article was sent to child care providers to alert them of what nursemaid elbow is and what can be done to prevent this type of injury from occurring. Another example is a trend of burns was occurring in child care, so an article regarding how to prevent burns was sent in an email blast to child care providers.

Ongoing

On a daily basis, as incident reports are submitted by child care providers, Child Care Consultants and the Intake Supervisor review the reports. The Consultants assess the

information on the incident report and determine if additional information is required and if so contact the child care program administrator to inquire about the incident. For quality assurance purposes, the Intake Supervisor assesses the incident report after the Consultant reviews it and determines if additional information is needed and whether the incident is a serious injury. In addition, the Intake Supervisor will determine if a complaint report should be generated resulting in the Consultant conducting a visit to the child care program. The Division also learns of serious injuries and child fatalities as a result of complaints received. All complaints that allege violations of child care requirements are investigated, including a visit conducted by either the Child Care Consultant or the Investigations Consultant. During visits or after the conclusion of an investigation, violations of child care requirements may be cited and customized that a serious injury or child fatality occurred.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

In FY 2019 no changes to State regulations, enforcement mechanisms, or other State policies addressing health and safety were made based on the annual review and assessment.